














## THURSDAY

 <b>Arrival</b> 15-30 mins	Welcome the learners. Remind them to tidy up and wash their hands before the morning circle.
 <b>Health check</b>	
 <b>Morning Circle</b> 10-15 mins	Discuss what vehicles are used by different professionals, e.g. paramedics drive ambulances, police drive police cars, firefighters drive fire engines, farmers drive tractors and harvesters.
 <b>Work Time Activities</b> 30-35 mins	<div> <p><b>Literacy focus</b> Learners complete page 21 of Workbook 3. They 'read' the pictures on their own and trace over the dotted letters.</p>  </div> <div> <p><b>Mathematics/Creative focus</b> Learners use wax crayons to practice the correct numeral formation of 6 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the one at the top and to end at the bottom.</p>  </div>
 <b>Small Group Time Activity</b> 10-15 mins	<p><b>Mathematics focus</b> Learners count to 10, showing their fingers as they count. Hold up number cards. Some with the numerals and some with the words. Learners read the card and say the number. They clap that number of times. Let individual learners have turns to do this on their own.</p>
 <b>Tidy-up time</b>	
 <b>Hand washing</b>	
 <b>Snack time</b>	
 <b>Music and Movement Ring</b>	Learners can pretend to be different vehicles, e.g. ambulances, police cars, fire engines, tractors etc. They can move and make appropriate sounds for each vehicle.
 <b>Outdoor Play</b>	Include the activity below as one of your daily outdoor activities. Hide pictures of things beginning with 'm' around the play area. (You will need one picture more than the number of learners in the class, this one will be looked for afterwards.) Learners sit in a circle. When instructed to do so, learners go and find one picture and come back to the circle. Learners 'read' their cards. Learners race to find the last picture. The learner who finds this one is the winner.
 <b>Story Time</b>	In pairs, role play a given situation. For example: a visit to the doctor to get an injection (one learner is the doctor and the other is the patient). Afterwards learners draw a picture of their role play and dictate a sentence to be written underneath their picture. (These pictures will be made into a class book about 'The Jobs People Do'.)